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A questionnaire was administered to 553 entering freshmen at Indiana University to collect data, on a 4-point scale, about the students' assessments of themselves, their academic objectives, and the University. The report deals with data on the 329 students who completed the questionnaire both before attending classes in the fall and at the close of the first semester. The results indicate that by the end of the first semester, the typical freshman's confidence in his academic ability wanes somewhat, although he still considers himself to be capable. He wants to obtain a salable skill, and seeks good teachers who will become personally involved with him in achieving this skill. He also wants a voice in the university's policymaking, would like to have advice and counsel available when he needs it, and prefers autonomy in his personal affairs. Those students who were interested in the performing arts before entering college tended to achieve higher GPAs than those who were not. Also, those who were not interested in influencing public affairs and who were not very concerned about university supervision and policymaking tended to have higher GPAs at the end of the semester than those who were more interested in these items. The report also presents differences between male and female responses to questionnaire items. (WM)

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Freshmen View The College Scene: Opinions Before and After the Initial Semester

INDIANA STUDIES IN PREDICTION

NUMBER ELEVEN

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FRESHMEN VIEW THE COLLEGE SCENE: OPINIONS BEFORE AND AFTER THE INITIAL SEMESTER

by

Clinton I. Chase
Suzanne Warren

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INDIANA STUDIES IN PREDITION: No. 11

FRESHMEN VIEW THE COLLEGE SCENE: OPINIONS BEFORE AND AFTER THE INITIAL SEMESTER

It seems reasonable to assume that attendence at college should have an impact on student attitudes and opinions. However, in a review of the literature McCullers and Plant (1964) noted research in higher education has not assessed "college experience" as a condition associated with personality changes in students. While Sanford (1966) has proposed a variety of ways that institutions of higher learning can influence personality development, Telford and Plant (1963) have contended that personality changes seen among college students also appear among all brighter than average young adults whether or not they are in college.

Whatever the cause of change, if the University is indeed going to provide relevant programs and capitalize on the motivation that comes from student interests, it should explore the general attitudes of its students, and note changes in attitudes associated with college tenure. Therefore, the following study was carried out to provide data regarding: 1. the entering freshman's opinion of a) his own college related character, b) his academic objectives, and c) his expectations regarding University faculty and student affairs; and 2. to reassess these conditions after students have completed their initial semester.

Procedure

A short, simple questionnaire was prepared, modeled after the one used by Skager, Holland, and Braskamp (1966). This document presented opinion topics and asked the student to assess himself, his academic objectives, and the University on a four point scale. A copy of the questionnaire is in Figure 1.

The questionnaire was administered to a group of 553 freshmen as they appeared on the campus in mid summer for pre-registration activities. Nineteen of these withdrew from the University before the end of the semester. At the close of the semester the remaining students were mailed the questionnaire, with a return envelope, and asked to evaluate the topical areas once more. The materials were returned by 329 or roughly 62 per cent of the original respondents. The data reported on the following pages are on those persons who completed both summer and winter questionnaires. First semester grade point averages were also related to opinions reported before the semester began and again at the close of the semester.

SURVEY OF STUDENT OPINIONS

INSTRUCTIONS: Please record your social security number in the boxes at the upper right hand corner of the answer sheet. Do not write your name on the sheet. We need your number for classification, but we do not want to know who you are other than for classification purposes.

Rate yourself as you think you really are when compared to other members of your entering college class. On your answer sheet blacken in the space that corresponds with your rating of yourself as follows. Blacken in space

a if you believe you are below average.
b if you believe you are average.
c if you believe you are above average but not in the top ten per cent.
d if you are in the top ten per cent.

1. Scholarship.
2. Ability to express myself in speaking and writing.
3. Practical mindedness.
4. Popularity with fellow students.
5. Intellectual self-confidence (your trust in your intellectual ability).

How important are the following goals to you as a college student? Indicate the importance you place on the following kinds of accomplishments, aspirations, goals, by marking each as follows:

a the goal is of little or no importance.
b the goal is somewhat important to you to achieve.
c the goal is very important to achieve but not essential.
d the goal is essential to you, something you must achieve.

6. Becoming accomplished in one of the performing arts (acting, dancing, etc.).
7. Becoming influential in public affairs.
8. Making a scholarly contribution to science.
9. Pursuing a formal religious code.
10. Becoming well read.
11. Becoming vocationally proficient.

Below are a list of characteristics of universities. Rate each characteristic in terms of how important you think this characteristic is to a good university. On your answer sheet blacken in the spaces as follows:

a it is of little or no importance.
b it is of somewhat, but largely of secondary importance.
c it is quite important, but not absolutely essential.
d it is essential to a good university.

12. The faculty are excellent teachers.
13. Students and faculty become personally acquainted.
14. The faculty are known for their research and writing.
15. Students participate in making all decisions involving university policy.
16. Students manage their own social affairs without university supervision.
17. The university provides extensive academic and personal counseling facilities.
18. The university provides considerable supervision in both academic and social affairs of students.

THANK YOU FOR YOUR ASSISTANCE

Figure 1. Questionnaire Administered to Freshman Students.

Results

Before the data could be dealt with, a comparison was made of the data collected on the students who returned their winter questionnaire and students who did not return the second questionnaire. This was done to see if the students who failed to report on the second questionnaire changed the original response distributions of the sample when they dropped out of the study. The result of the comparison was that there were no significant important changes in the response patterns of the summer sample when the data submitted by the students who failed to respond at mid year were deleted.

Attitudes by Sex

The responses of entering freshmen women to the various items on the questionnaire are reported in Table 1, along with the responses submitted by these same people at the close of the first semester. Similar data for men are reported in Table 2.

The majority of women in the fall believed they were above average in "scholarship," in "practical mindedness," and in "intellectual self confidence". They took a moderate position on the "ability to express myself in reading and writing" and in "popularity with fellow students".

Two significant changes occurred on the ratings given at the close of the semester. Although the majority of women still saw themselves as above average in scholarship, a significant reduction in the size of that majority occurred. As shown in Table 3, the ones who accounted for this shift appropriately achieved lower GPAs than women who upgraded their self estimates. Another significant change occurred in the category of popularity. By the end of the first semester the majority of women now saw themselves as only average or below. Table 3 shows that women who reported this downward shift made slightly lower GPAs than women who saw themselves as increasingly popular.

Goals to be achieved in the University were also rated by the students. In the fall women rated as of somewhat important, or of no importance, to achieve proficiency in the performing arts, to become influential in public affairs, making a contribution to science, and pursuing a formal religious code. However, the majority did believe that it was very important to become well read and to become vocationally proficient.

By the close of the first semester significant changes had occurred with a decrease in interest in the performing arts and in public affairs, and an increase in interest in pursuing a formal religious code. As shown in Table 3, the women who made the downward shift in interest in the arts, in public affairs, and religion produced lower GPAs than women who increased in these interests.

Regarding the characteristics of the University, the majority of women in the fall believed that the faculty should be excellent teachers (four-fifths said it is essential), that students and faculty become personally acquainted, that students participate in making all decisions involving university policy, that the University provide extensive academic and personal counseling, and that the University provide supervision in both academic and social affairs. However, the majority of women reported that it was not particularly important that the faculty be known for research and writing, and that students manage their own social affairs without university supervision.

Among the characteristics of the University, two significant changes occurred in women's reports by the end of the semester. A majority at this time reported that it was important or essential that students manage their own social affairs. Consistent with this, a significant reduction occurred in the number of women who wanted university supervision in social and academic affairs. As shown in Table 3, women who made the shift in favor of autonomy in social affairs produced higher GPAs than women who did not make this move; however, change in concern over university supervision appeared to be unrelated to GPA.

The majority of males in the fall reported themselves as being above average in "scholarship," "ability to express myself in writing and speaking," in "practical mindedness," and in "intellectual self confidence". They saw themselves as average or below in popularity with fellow students. The only significant change that occurred during the semester was in a reduction in the number of men who saw themselves as being above average in intellectual self confidence, although a majority of the men still saw themselves as being above average in this trait. As shown in Table 3, the males who downgraded themselves on this trait produced higher GPAs than those who upgraded themselves. The reason for this is not readily apparent.

As for goals to be achieved, a majority of men in the summer were not interested in the performing arts, public affairs, contributing to science, or pursuing a formal religious code. They were overwhelmingly interested in becoming well read and in vocational proficiency. No significant changes occurred during the course of the semester in interests as reported by men.

Among characteristics of the University the majority of men in the summer saw the following items as quite important or essential: the faculty are excellent teachers (approached a unanimous rating), students and faculty becoming personally acquainted, student participation in university policy making, provisions for extensive academic and personal counseling, and the University providing supervision of academic and social affairs. The majority of men, like women, did not see research and writing by the faculty as a significant feature.

Of the seven characteristics of the University rated by the men, two of them showed significant changes by the end of the semester.

TABLE 1. CHANGE IN WOMEN'S RESPONSES FROM FIRST (SUMMER) TO SECOND (WINTER) QUESTIONNAIRE ADMINISTRATION

Question Number	Questionnaire Admin.	Percent in Questionnaire Response Category A	B	C	D	χ^2 for Change‡
1 Scholarship	First	0.55	28.42	50.82	20.22	5.02*
	Second	3.83	34.43	50.27	10.93	
2 Speaking & Writing	First	5.46	44.26	38.80	10.93	1.16
	Second	3.83	41.53	42.62	12.02	
3 Practical	First	1.64	36.07	50.27	12.02	0.02
	Second	2.73	34.43	51.37	11.48	
4 Popularity	First	4.37	43.72	47.54	4.37	4.82*
	Second	4.37	54.10	34.97	6.01	
5 Intellectual Self Confidence	First	4.37	37.16	33.33	21.86	3.21
	Second	8.74	42.62	40.44	8.20	
6 Arts	First	49.18	23.50	16.94	10.38	4.11*
	Second	57.92	21.31	9.29	11.48	
7 Public Affairs	First	22.95	51.91	20.22	4.37	7.23**
	Second	31.69	53.55	12.66	1.09	
8 Science	First	56.83	24.59	12.02	6.56	3.76
	Second	68.85	16.39	9.29	4.92	
9 Religion	First	25.68	32.24	18.58	22.95	4.17*
	Second	27.87	21.31	21.86	28.42	
10 Well Read	First	1.09	12.57	31.15	52.46	0.15
	Second	0.55	11.48	37.16	50.82	
11 Vocation	First	2.19	5.46	21.31	69.39	0.00
	Second	0.55	6.56	15.85	76.50	
12 Excellent Teachers	First	2.19	0.00	15.85	81.42	†
	Second	1.64	0.55	13.11	84.70	
13 Know Faculty	First	2.73	25.14	50.82	19.13	1.96
	Second	3.83	30.60	50.82	14.75	
14 Research & Writing	First	12.02	42.08	38.80	6.56	2.16
	Second	18.03	43.17	31.15	7.65	
15 Students in Decisions	First	5.46	29.51	44.26	19.67	0.02
	Second	6.01	29.51	44.26	20.22	
16 Manage Social Affairs	First	14.75	44.81	34.43	4.92	11.72**
	Second	12.57	29.51	43.72	14.21	
17 Counseling	First	0.00	0.00	15.85	81.96	†
	Second	0.00	1.09	13.66	85.25	
18 Supervision	First	4.92	27.87	35.52	28.42	14.75**
	Second	14.21	36.07	33.88	15.85	

‡Based on McNemar's test of significance of change, testing combined categories A and B against C and D.
*Significant change at .05 level.
**Significant change at .01 level.
†Based on Binomial test, insignificant.

TABLE 2. CHANGE IN MEN'S RESPONSES FROM FIRST (SUMMER) TO SECOND (WINTER) QUESTIONNAIRE ADMINISTRATION

Question Number	Questionnaire Admin.	Percent in Questionnaire Response Category A	B	C	D	χ^2 for Change†
1 Scholarship	First	0.79	31.50	45.67	20.47	2.89
	Second	3.15	37.02	39.37	20.47	
2 Speaking & Writing	First	3.15	41.73	36.22	17.32	0.00
	Second	7.09	37.01	40.94	14.17	
3 Practical	First	0.79	22.83	53.54	21.26	0.48
	Second	2.36	15.75	59.06	22.05	
4 Popularity	First	2.36	48.03	36.22	11.02	0.12
	Second	2.36	49.61	35.43	11.81	
5 Intellectual Self Confidence	First	2.36	24.41	41.73	26.77	5.03*
	Second	5.51	35.43	38.58	20.47	
6 Arts	First	66.93	18.11	7.87	5.51	0.00
	Second	68.50	18.11	5.51	7.09	
7 Public Affairs	First	17.32	37.80	32.28	11.02	3.03
	Second	15.75	48.82	24.41	10.24	
8 Science	First	29.92	33.86	23.62	11.02	1.44
	Second	36.22	35.43	18.11	9.45	
9 Religion	First	21.26	32.28	18.11	25.98	0.46
	Second	20.47	29.13	22.83	26.77	
10 Well Read	First	1.57	20.47	37.80	36.22	0.04
	Second	1.57	19.69	47.24	29.13	
11 Vocation	First	2.36	7.87	22.05	62.99	0.36
	Second	3.15	6.30	14.17	74.02	
12 Excellent Teachers	First	0.79	0.79	7.87	86.61	†
	Second	0.00	0.00	12.60	85.83	
13 Know Faculty	First	3.15	22.83	48.03	22.83	5.60*
	Second	6.30	31.50	49.61	12.60	
14 Research & Writing	First	11.02	48.03	29.92	7.87	0.03
	Second	18.90	44.09	27.56	7.09	
15 Students in Decisions	First	11.02	27.56	41.73	16.54	0.78
	Second	11.81	33.86	32.28	20.47	
16 Manage Social Affairs	First	16.54	34.65	37.80	7.87	3.20
	Second	11.02	25.98	39.37	20.05	
17 Counseling	First	0.00	3.15	12.60	78.74	0.36
	Second	0.00	7.09	18.90	73.23	
18 Supervision	First	9.45	26.77	36.22	20.47	11.26**
	Second	24.41	34.65	22.05	16.54	

†Based on McNemar's test of significance of change, testing combined categories A and B against C and D.
*Significant change at .05 level.
**Significant change at .01 level.
†Based on Binomial test, insignificant.

There was a decrease in interest in becoming personally acquainted with the faculty, although the majority still favored it. As shown in Table 3, the persons who accounted for this decrease produced higher GPAs than males who increased in this interest. A decrease also appeared in the number of male students who wanted university supervision of academic and social affairs. On this point the majority at the end of the semester said that it was of secondary or no importance as a characteristic of the University. As shown in Table 3, the students who made this downward shift produced slightly higher GPAs than students who moved in the opposite direction.

In summary, during the first semester:

1. Women revise their self estimates by seeing themselves as less capable scholars and less popular than they did before beginning their initial semester.

2. Women are not interested in significant involvement in the arts, sciences, public affairs, or religion, but are interested in becoming well read, and becoming vocationally proficient. As the semester moves on, their interest in religion increases, while their minor interest in participating in the arts and public affairs wanes to even less significance than in the summer before enrollment.

3. Women want good teaching and want personally to know their instructors. They want to be involved in making policy and managing their own affairs, but they want advise and counsel, although interest in supervision by the University clearly decreases during the semester.

4. Men see themselves as being academically capable and popular, but their confidence in their academic ability deteriorates somewhat during the semester.

5. Men are mainly interested in vocational proficiency and in becoming well read, but do not wish involvement in the arts, public affairs, or science. Men show no changes in these interests during the semester.

6. Men want good teaching. Although their interest in becoming personally acquainted with faculty declined during the semester, they still think it is a good idea by the end of the first semester. They want to be involved in policy making and want to manage their own affairs; but, like women appear to want advise and counsel, although their interest in supervision declines during the semester.

7. Neither men nor women see the traditional mark of the scholar--research and writing--as an important characteristic of the faculty.

In brief, it appears that the typical freshman at the close of the first semester has re-evaluated his academic potential but still sees himself as reasonably capable; he wants to obtain a salable skill, and little else, and wants good teachers who will become personally involved with him in achieving this skill; he wants a voice

TABLE 3. MEAN GPAs FOR STUDENTS WHO SHIFTED RESPONSE CATEGORIES FROM SUMMER TO WINTER ADMINISTRATIONS OF THE QUESTIONNAIRE

Question Number	Direction of Change	Males N	Males GPA $\bar{X}$	Females N	Females GPA $\bar{X}$	Total N	Total GPA $\bar{X}$
1** Scholarship	(C & D) to (A & B)	18	1.99	35	2.18	55	2.13
	(A & B) to (C & D)	9	2.62	18	2.71	27	2.68
2 Speaking & Writing	(C & D) to (A & B)	14	2.41	22	2.46	37	2.45
	(A & B) to (C & D)	16	2.65	31	2.79	48	2.74
3 Practical	(C & D) to (A & B)	12	2.51	24	2.73	36	2.66
	(A & B) to (C & D)	17	2.22	24	3.03	45	2.65
4** Popularity	(C & D) to (A & B)	18	2.26	38	2.73	57	2.59
	(A & B) to (C & D)	14	2.29	19	2.97	36	2.67
5* Intellectual Self Confidence	(C & D) to (A & B)	29	2.45	38	2.59	69	2.56
	(A & B) to (C & D)	11	2.18	24	2.65	37	2.48
6** Arts	(C & D) to (A & B)	9	2.45	24	2.58	34	2.57
	(A & B) to (C & D)	8	2.15	10	2.65	18	2.43
7** Public Affairs	(C & D) to (A & B)	21	2.38	29	2.55	51	2.49
	(A & B) to (C & D)	9	2.82	11	2.74	22	2.79
8 Science	(C & D) to (A & B)	16	2.38	12	2.76	28	2.45
	(A & B) to (C & D)	6	2.73	4	1.87	10	2.39
9** Religion	(C & D) to (A & B)	15	2.14	16	2.47	32	2.33
	(A & B) to (C & D)	20	2.92	31	2.64	55	2.74
10 Well Read	(C & D) to (A & B)	10	2.60	11	2.30	21	2.44
	(A & B) to (C & D)	8	2.47	15	2.43	23	2.44
11 Vocation	(C & D) to (A & B)	5	2.44	10	1.87	18	2.24
	(A & B) to (C & D)	7	2.51	11	2.43	19	2.48
12 Excellent Teachers	(C & D) to (A & B)	0	0	4	2.32	4	2.32
	(A & B) to (C & D)	2	1.62	4	2.55	6	2.24
13* Know Faculty	(C & D) to (A & B)	24	2.61	32	2.62	59	2.59
	(A & B) to (C & D)	9	2.23	20	2.59	32	2.50
14 Research & Writing	(C & D) to (A & B)	19	2.43	32	2.69	52	2.57
	(A & B) to (C & D)	14	2.20	22	2.78	37	2.56
15 Students in Decisions	(C & D) to (A & B)	20	2.62	26	2.55	48	2.56
	(A & B) to (C & D)	12	2.05	26	2.56	38	2.40
16** Manage Social Affairs	(C & D) to (A & B)	12	2.25	23	2.46	35	2.39
	(A & B) to (C & D)	32	2.36	59	2.66	93	2.55
17 Counseling	(C & D) to (A & B)	6	2.46	1	2.79	7	2.51
	(A & B) to (C & D)	3	2.23	0	0	3	2.23
18** Supervision	(C & D) to (A & B)	34	2.55	47	2.72	81	2.68
	(A & B) to (C & D)	8	2.70	15	2.73	23	2.72

*A statistically significant number of males changed categories (Note Table 2).
**A statistically significant number of females changed categories (Note Table 1).

in determining what goes on at the University and autonomy in his personal affairs; but he does want advice and counsel available when he needs it.

Sex Differences

Differences between men's responses and those of women are also of interest. These are reported in Table 4. In the fall the distribution of responses for women were significantly different from the men on five of the eighteen items on the questionnaire. Women tended to give themselves ratings in practical mindedness which were lower than the ratings men gave to themselves. This difference increased in the ratings given at the end of the first semester. Similarly, in the fall women rated themselves lower in confidence in their intellectual ability than males rated themselves. This difference was no longer evident (although the trend was there) in the winter ratings.

Although neither males nor females in large numbers rated themselves as interested in becoming competent in the performing arts, females produced higher ratings in the fall than did males. This difference was on a disappearing trend by the end of the fall semester, due largely to a decreasing interest by females.

Becoming influential in public affairs was a more important goal for men than for women in the summer as well as in the winter ratings. It is significant to note that a third of the males said this goal was very important while only a fifth of the females chose this response. It is also a little startling to note that a sizeable number of both men and women did not see influence in public affairs as being very important. One out of six males and one out of four females reported that asserting an influence in public affairs was a goal of little or no importance in their college work.

College males, as expected, saw making a contribution to science as a much more attractive goal than did females. This was true both in the fall and in the winter. Over half of the women said in the fall that this goal was of little or no importance to them and two thirds of them chose this category at the end of the first semester.

Expansion of knowledge through reading is a common objective among college students. Becoming well read, as a goal, was about as attractive to women as to men in the fall, although the trend was for women to regard this goal slightly more highly than did men. This trend reached significance at the end of the first semester. Half of the women rated this goal as essential in both the summer and end-of-the-first-semester surveys, but over three fourths of both men and women continued to rate this objective as at least "very important" through out the period of this study. With the lack of interest in

TABLE 4: COMPARISON OF QUESTIONNAIRE RESPONSES OF MALES AND FEMALES BEFORE THE FALL SEMESTER BEGAN AND AGAIN AT THE CLOSE OF THAT SEMESTER. (FOR COMPLETE STATEMENT OF THE QUESTIONNAIRE ITEM AND RESPONSE CATEGORIES SEE Figure 1.)

Question Number	Sex	BEFORE FIRST SEMESTER Responses by Groups A & B	C & D	χ^2 for diff.	END OF FIRST SEMESTER Responses by Groups A & B	C & D	χ^2 for diff.
1 Scholarship	Male	41	84	0.35	51	76	0.03
	Female	53	130		70	112	
2 Speaking & Writing	Male	57	68	0.41	56	70	0.001
	Female	91	91		83	100	
3 Practical	Male	30	95	5.78*	23	103	11.94**
	Female	69	114		68	115	
4 Popularity	Male	64	60	0.24	66	60	0.99
	Female	88	95		107	75	
5 Intellectual Self Confidence	Male	34	87	6.17*	52	75	2.86
	Female	76	101		94	89	
6 Arts	Male	108	17	7.43**	110	16	2.83
	Female	133	50		145	38	
7 Public Affairs	Male	70	55	11.67**	82	44	16.03**
	Female	137	45		156	27	
8 Science	Male	81	44	9.99**	91	35	7.71**
	Female	149	34		156	26	
9 Religion	Male	68	56	0.22	63	63	0.00
	Female	106	76		90	92	
10 Well Read	Male	28	94	3.36	27	97	4.54*
	Female	25	153		22	161	
11 Vocation	Male	13	108	0.46	12	112	0.34
	Female	14	166		13	169	
12 Excellent Teachers	Male	2	120	0.01	0	125	1.33
	Female	4	178		4	179	
13 Know Faculty	Male	33	90	0.03	48	79	0.24
	Female	51	128		63	120	
14 Research & Writing	Male	75	48	1.04	80	44	0.22
	Female	99	83		112	71	
15 Students in Decisions	Male	49	74	0.45	58	67	3.23
	Female	64	117		65	118	
16 Manage Social Affairs	Male	65	58	1.34	47	78	0.45
	Female	109	72		77	106	
17 Counseling	Male	4	116	3.79	9	117	6.29*
	Female	0	179		2	181	
18 Supervision	Male	46	72	0.59	75	49	2.71
	Female	60	117		92	91	

*Significant difference between sexes at 5% level.
**Significant difference between sexes at 1% level.

the arts, sciences, and in public affairs, one may wonder what the students will read.

Among the characteristics of the University the only way in which women and men differed was in their regard for counseling services. Although both sexes believed that extensive academic and personal counseling was important, men appear to regard it as less important by the end of the first semester while women appear to regard it even more highly at that point than in the summer. Four-fifths of both sexes listed counseling as "essential" in the fall. At the end of the semester less than three-fourths of the men and five-sixths of the women checked this category. Clearly, this is a mandate to the University.

Attitudes and First Semester Grade Point Average

Students were provided four categories of responses to each attitude topic presented. Did the students who checked one category differ in GPA from students who checked another? As shown in Table 5, for item 1, "Scholarship," the mean GPA was calculated for all students who rated themselves as "below average," a GPA was also computed for the students rating themselves as "average," and so on for the categories "above average" and "top ten per cent." These means were then compared by analysis of variance. This procedure was completed for all eighteen items on the survey. (Table 5)

In the fall data six of the items showed significant differences in GPA among students who chose various response categories. As might be expected, students who rated themselves low in "Scholarship," on the average actually achieved lower GPAs than students who rated themselves high. Similarly, students who rated themselves low in "ability to express myself in reading and writing" obtained lower average GPAs than students who rated themselves high. These results were also obtained for the questionnaire item, "Intellectual Self-confidence" (your trust in your intellectual ability).

It appears that students have a fair estimate of their likelyhood to achieve. However, one wonders if this estimate reflects ability, or if lower expectations are correlated with reduced efforts to achieve, or at least satisfaction with lower levels of achievement.

The other differences that were found appeared under the general heading of goals to be achieved in college work. In this area, students who in the summer saw the performing arts as important achieved sligthly higher GPAs than students who did not see them as important. Surprisingly enough, the converse of this was true in regard to public affairs. The students who were disinterested in asserting an influence in public affairs received significantly higher mean GPAs than students who were interested. This could mean that the more capable students are less interested in public affairs, but it could also mean that students who are interested in political and social events, sacrifice academic effort to give time for other activity.

TABLE 5: NUMBER OF RESPONDEES AND THEIR MEAN GPA FOR EACH RESPONSE CATEGORY. (FOR A COMPLETE STATEMENT OF THE QUESTIONNAIRE ITEM AND RESPONSE CATEGORIES SEE Figure 1.)

Question Number	Questionnaire Admin.		CATEGORIES A	B	C	D	F-Ratio
1 Scholarship	First	$\bar{X}$ GPA	2.33	2.28	2.66	3.16	19.88**
		N	2	92	156	63	
	Second	$\bar{X}$ GPA	1.82	2.17	2.84	3.43	64.14**
		N	13	112	154	50	
2 Speaking & Writing	First	$\bar{X}$ GPA	2.20	2.56	2.67	3.03	6.35**
		N	15	138	116	44	
	Second	$\bar{X}$ GPA	2.51	2.43	2.73	3.19	12.75**
		N	18	131	138	42	
3 Practical	First	$\bar{X}$ GPA	2.79	2.61	2.65	2.71	0.25
		N	4	100	159	50	
	Second	$\bar{X}$ GPA	2.52	2.69	2.64	2.73	0.35
		N	13	87	179	50	
4 Popularity	First	$\bar{X}$ GPA	2.74	2.68	2.63	2.50	0.43
		N	12	144	135	22	
	Second	$\bar{X}$ GPA	2.87	2.66	2.65	2.56	0.49
		N	14	173	116	26	
5 Intellectual Self Confidence	First	$\bar{X}$ GPA	2.60	2.45	2.70	2.84	4.26**
		N	21	104	112	76	
	Second	$\bar{X}$ GPA	2.51	2.52	2.72	2.99	4.94**
		N	24	132	131	42	
6 Arts	First	$\bar{X}$ GPA	2.67	2.45	2.69	2.94	3.08*
		N	175	69	41	28	
	Second	$\bar{X}$ GPA	2.65	2.53	2.71	2.96	2.43
		N	202	69	26	32	
7 Public Affairs	First	$\bar{X}$ GPA	2.76	2.75	2.44	2.40	3.99**
		N	64	149	78	22	
	Second	$\bar{X}$ GPA	2.68	2.71	2.60	2.25	1.86
		N	90	165	59	15	
8 Science	First	$\bar{X}$ GPA	2.70	2.56	2.82	2.33	3.00*
		N	146	88	52	27	
	Second	$\bar{X}$ GPA	2.70	2.50	2.59	2.98	2.90*
		N	186	77	42	24	
9 Religion	First	$\bar{X}$ GPA	2.62	2.71	2.58	2.64	0.40
		N	81	101	56	73	
	Second	$\bar{X}$ GPA	2.69	2.50	2.68	2.76	1.88
		N	84	84	72	89	
10 Well Read	First	$\bar{X}$ GPA	2.22	2.50	2.70	2.69	2.20
		N	12	46	107	148	
	Second	$\bar{X}$ GPA	2.65	2.51	2.64	2.73	0.99
		N	7	45	140	137	

*Differences in GPA among categories significant at .05 level.
**Differences in GPA among categories significant at .01 level.

TABLE 5 (Continued)

Question Number	Questionnaire Admin.		CATEGORIES A	B	C	D	F-Ratio
11 Vocation	First	$\bar{X}$ GPA	2.40	2.50	2.50	2.72	2.25
		N	12	21	69	211	
	Second	$\bar{X}$ GPA	2.66	2.32	2.76	2.67	1.65
		N	13	20	49	247	
12 Excellent Teachers	First	$\bar{X}$ GPA	2.45	0.88	2.58	2.67	2.22
		N	9	1	40	263	
	Second	$\bar{X}$ GPA	2.52	3.14	2.41	2.70	2.03
		N	7	1	42	279	
13 Know Faculty	First	$\bar{X}$ GPA	2.29	2.56	2.74	2.61	2.34
		N	16	77	156	64	
	Second	$\bar{X}$ GPA	2.59	2.57	2.73	2.65	0.96
		N	14	105	165	45	
14 Research & Writing	First	$\bar{X}$ GPA	2.74	2.72	2.53	2.63	1.42
		N	41	141	108	23	
	Second	$\bar{X}$ GPA	2.61	2.78	2.50	2.74	2.74*
		N	65	142	98	24	
15 Students in Decisions	First	$\bar{X}$ GPA	2.95	2.68	2.58	2.63	2.00
		N	29	85	140	59	
	Second	$\bar{X}$ GPA	2.89	2.76	2.58	2.58	2.31
		N	29	101	133	66	
16 Manage Social Affairs	First	$\bar{X}$ GPA	2.85	2.65	2.58	2.47	1.96
		N	53	129	111	20	
	Second	$\bar{X}$ GPA	2.85	2.71	2.66	2.44	2.76*
		N	43	91	137	58	
17 Counseling	First	$\bar{X}$ GPA	2.85	2.55	2.67	2.64	0.23
		N	8	4	44	257	
	Second	$\bar{X}$ GPA	2.44	2.54	2.79	2.64	0.64
		N	1	13	50	265	
18 Supervision	First	$\bar{X}$ GPA	2.63	2.79	2.64	2.52	1.69
		N	34	86	112	81	
	Second	$\bar{X}$ GPA	2.72	2.71	2.69	2.42	2.11
		N	65	116	97	51	

*Differences in GPA among categories significant at .05 level.

In regard to interest in contributing to science, it appears that students who will be achievers have not clearly made up their minds by the beginning of the fall term. Some think they are disinterested, but some think they may be interested but have not yet made a full commitment to a scientific endeavor.

Trends in GPA that appeared in other items in the data are interesting for speculative purposes, but differences among their categories did not reach significance. This may well be surprising in that students who have higher estimates of their academic abilities could well have different expectations for quality of instruction, importance of scholarly activity for the faculty, amount of counseling available, etc. However, no such findings emerged from the summer questionnaire.

The end-of-semester questionnaire also was analysed by looking at GPAs for various response categories. The conclusions found in the fall data for questionnaire items 1 (scholarship), 2 (ability to express myself in reading and writing), and 5 (intellectual self-confidence) were not only born out again, but the relationship between the students' estimates of themselves and their actual achievement (GPA) were even more pronounced than at the beginning of the semester. However, beyond this point the similarity between the summer and the end-of-semester reports vanishes.

At the end of the semester two items showed differences not noted in the first questionnaire, and several additional items showed clear trends toward significant differences. Item 8, "making a scholarly contribution to science," showed a polarity by the end of the semester. The students with higher GPAs appeared either to increase their interest, or decrease their interest in science. This is reasonable since students by the end of their first semester are more nearly ready to choose a major. Therefore, lines of interest in a science or in a non-science field begin to be drawn.

A second emerging item showing significant GPA differences among attitude categories was item 14, "the faculty are known for research and writing". The students who said that this faculty effort was either "of secondary importance" or that it was "essential" produced the higher mean GPAs. This discrepancy is frankly difficulty to explain. Apparently capable student in many majors do not perceive their instructors in a research role, whereas capable students in other areas see this as of considerable importance.

Lastly, item 16, "students manage their own social affairs without university supervision," showed significant differences in GPA among the four response categories. The students with the higher mean GPAs reported that this item was "of little or no importance," while students with lower mean GPAs said it was "essential . A trend appeared in this direction in the fall questionnaire, but it did not emerge as significant until the end of the semester. Students who, on the average, achieved at the upper levels were more likely to trust the University's policy making process than were students who fell

into lower GPA groups. This is an interesting item in view of the present direction of thrust by student leaders.

Associated with this point is the trend noted in mean GPA associated with the response categories in item 15, "students participate in making all decisions involving university policy". Again the students who said this was "of little or no importance" had higher mean GPAs than students who said it was "essential," although the differences in GPA only approached statistical significance.

In summary of the above findings:

1. Students appear to have a fair estimate of their academic skills before beginning their freshman year, and by the end of the first semester (but before grade reports) this estimate is even more clear cut.

2. Students who state in the fall that they are interested in the performing arts tend to achieve higher GPAs than students who do not rate this objective highly. This item of difference is disappearing by the end of the term in that students who achieve poorly increasingly see this objective about the same as do students who receive higher GPAs.

3. Students who, at the beginning of the semester, were relatively disinterested in influencing public affairs produced higher GPAs than students who were interested in influencing these events. This difference vanished by the end of the semester.

4. Although in the fall some indecision appeared in regard to contributing to science as a goal, by the end of the first semester achieving students appeared to be polarizing their interests clearly in, or clearly out of, the science areas. This finding seems to be paralleled by an interest by achievers in faculty who clearly are, or probably are not, involved in research.

5. Students who, at the end of the semester, are less concerned about university supervision and policy making tend to have higher GPAs than students who are more concerned about these items.

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